

# First Grade Theme 7 Story Selection

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Questions	Excellent Progress	Good Progress	Some Progress	Needs Improvement
Phonics	<b>(Questions 1-6)</b> 6 points M. C.	6	4-5	3	0-2
High frequency words	<b>(Questions 1-5)</b> 5 points M.C.	5	3-4	2	0-1
Problem Solving	<b>(Questions 1-5)</b> 4 points M. C. 3 points Open Ended	7	5-6	3-4	0-2
Sequence of Events	<b>(Questions 1-4)</b> 4 points M. C. 3 points Open Ended	7	5-6	3-4	0-2
Fantasy and Realism	<b>(Questions 1-4)</b> 4 points M.C. 3 points Open Ended	7	5-6	3-4	0-2
Writing & Language Proofreading	<b>(Questions 1-4)</b> 4 points	4	3	2	0-1
Writing & Language Writing a Story	<b>8 points</b>  Rubric score X 2	8	6	4	0-2

**Total score:     / 44**

# Open Ended Rubric

## ***Problem Solving***

3 points: Answer written as a statement.  
1 accurate example listed.

2 points: Answer written as a statement.  
No accurate examples listed.  
**--OR--**  
Answer not written as a statement.  
1 accurate example listed.

1 point: Answer not written as a statement.  
0 accurate examples listed.

0 points: Incomplete or no work shown.

## ***Sequence of Events***

3 points: Answer written as a statement.  
1 accurate example listed.

2 points: Answer written as a statement.  
No accurate examples listed.  
**--OR--**  
Answer not written as a statement.  
1 accurate example listed.

1 point: Answer not written as a statement.  
0 accurate examples listed.

0 points: Incomplete or no work shown.

### ***Fantasy and Realism***

3 points: Answer written as a statement.  
1 accurate example listed.

2 points: Answer written as a statement.  
No accurate examples listed.  
**--OR--**  
Answer not written as a statement.  
1 accurate example listed.

1 point: Answer not written as a statement.  
0 accurate examples listed.

0 points: Incomplete or no work shown.

### **Writing a Story Rubric**

Score	0	1	2	3	4
Criteria	Illegible or no answer	Does not meet the criteria for a story; provides a few sentences lacking organization	Meets the criteria minimally; states a problem but lacks organization; does not describe how the problem is solved or how the story ends; may include a title	Meets most criteria; introduces a problem to be solved; general organization may be weak and may include few events; no solution is offered as an ending; may include a title	Meets the criteria for a story; is well organized with a beginning that introduces the problem, a middle that describes events in order, and an ending that tells how the problem was solved; includes a title
Sample Answer		The clown in the circus feels bad he is not good in the show.	A Clown The clown can't make children laugh. One time he went to a man.	A Sad Clown The clown was sad. He could not make people laugh. He said laugh boys and girls. He did tricks. The clown has on paint.	The Clown's Problem A clown had a problem. He did not know how to make people laugh. So he got a joke book. He read the book. He said some jokes and the people laughed. The clown was happy.

# Phonics

Fill in the circle next to the word that makes sense in the sentence.

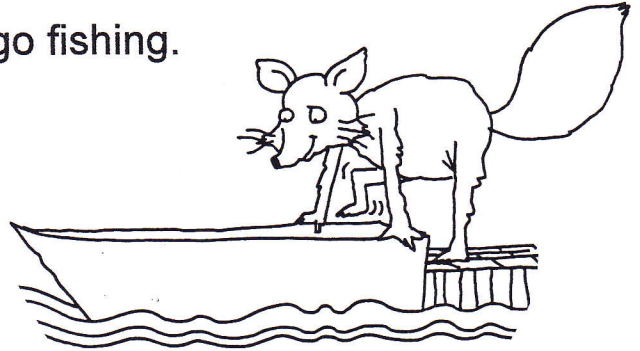
1. The hungry fox wants some \_\_\_\_\_ to eat.

- ☐ few
- ☐ float
- ☐ food



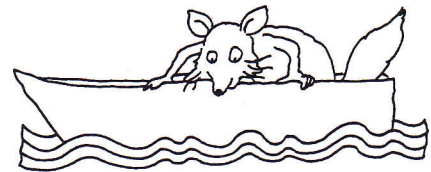
2. He gets in a \_\_\_\_\_ to go fishing.

- ☐ blow
- ☐ boat
- ☐ book



3. He wants to catch a fish and \_\_\_\_\_ it.

- ☐ glow
- ☐ coat
- ☐ cook

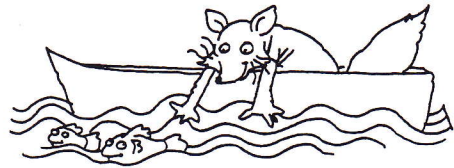


4. Fox is too \_\_\_\_\_ to get the fish.

☐ slow

☐ slot

☐ stone



5. The \_\_\_\_\_ comes out and Fox must go home.

☐ blue

☐ room

☐ moon

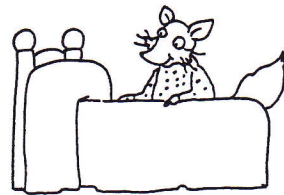


6. At \_\_\_\_\_ Fox is still hungry.

☐ daytime

☐ bedtime

☐ bookcase



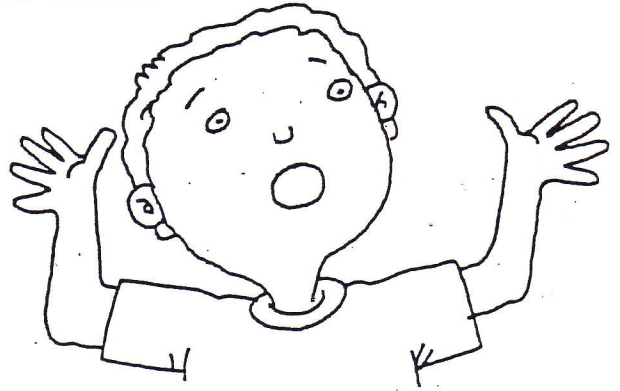


## High Frequency Words

Read each sentence. Then, fill in the circle next to the word that makes sense in the sentence.

1. "Where are my \_\_\_\_\_?" asked Drew.

- ☐ most
- ☐ start
- ☐ shoes

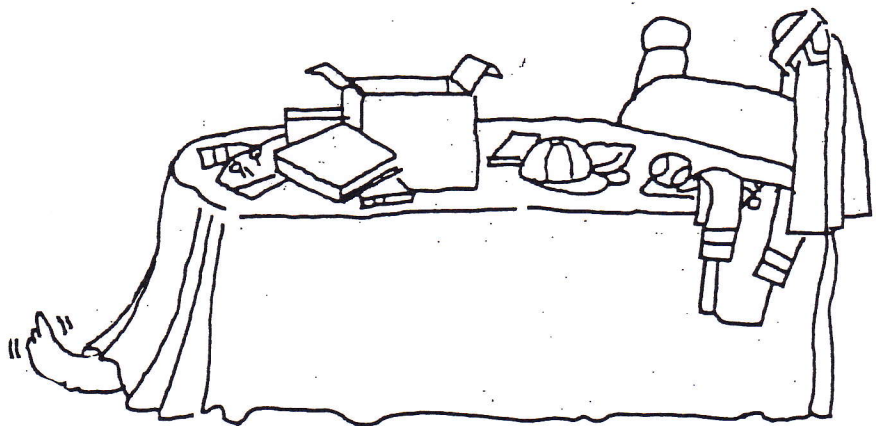


2. "\_\_\_\_\_ of them are gone!" he shouted.

- ☐ Build
- ☐ Both
- ☐ Hard

3. "Did you look \_\_\_\_\_ the bed?" asked Mom.

- ☐ under
- ☐ very
- ☐ turn



4. "Yes, but I'll look \_\_\_\_\_," said Drew.

☐ afraid

☐ any

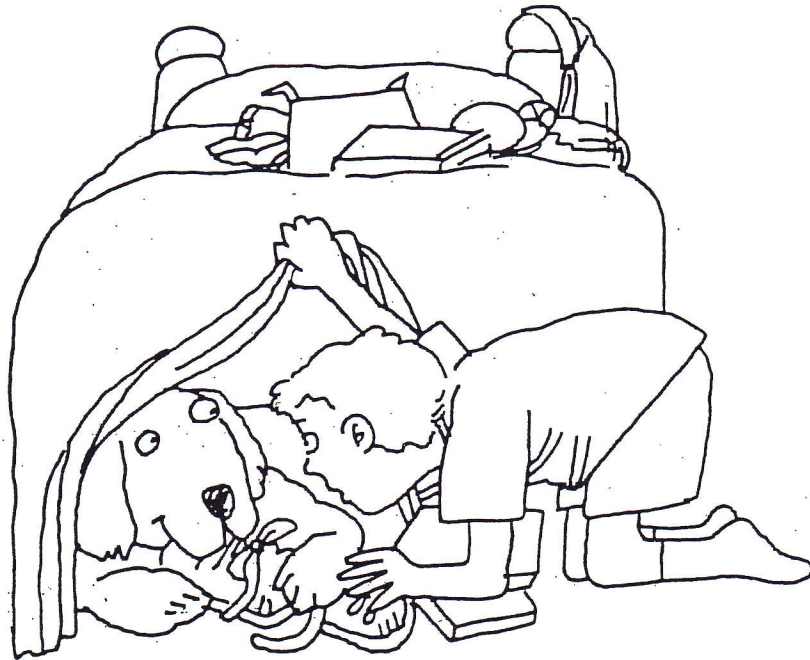
☐ again

5. "That was a good \_\_\_\_\_!" said Drew.

☐ idea

☐ water

☐ bear



## Problem Solving

Read each part of the story. Then read each question. Fill in the circle next to the best answer. You can look back at the story for help.

### What Can We Do?

June and Jane look the same. Many times, they think the same, too. But this is not one of those days.

Today, June wants to run at the track. Jane wants to ride bikes. The girls do not have time to do both things!

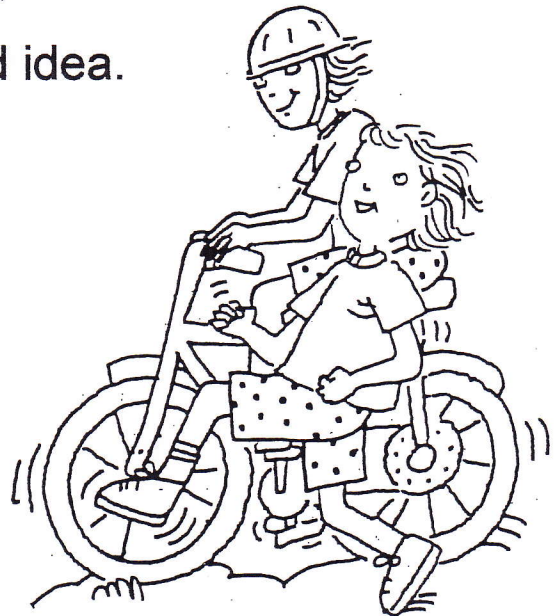
"Let's run today," June tells Jane. "We can ride our bikes on Sunday."

"No," calls Jane. "Let's ride today and run some other time."

"No!" yells Jane. "I want to run!"

"I know what we can do," Jane tells June. "I can ride, and you can run beside me."

June thinks that is a very good idea.





1. What is the problem at the beginning of the story?

- ☐ June and Jane look the same.
- ☐ June and Jane both have bikes.
- ☐ June and Jane do not want to do the same thing.

2. At first, what does June say they should do?

- ☐ ask their mother to tell them what to do
- ☐ run today and ride bikes on Sunday
- ☐ ride bikes on the track

3. At first, what does Jane say they should do?

- ☐ ride bikes today and run some other day
- ☐ run and ride bikes today
- ☐ not do anything today

4. How do you think the girls feel at the end?

- ☐ June is sad.
- ☐ Both girls feel good.
- ☐ They don't like each other anymore.

5. Using the story to help you, write about how the girls fixed the problem.

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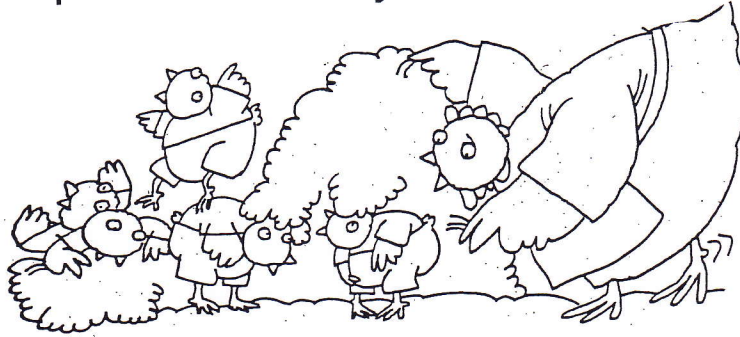
## Sequence of Events

Read the story. Then read each question. Fill in the circle next to the best answer. You can look back at the story for help.

### Where Is Glen?

Mother Hen had six little ones. When it was time to eat, she called them. "One, two, three, four, five," she said. "Someone is not here. I see Ben, Ken, Jen, Pen, and Len. But where is little Glen?"

First, they all called Glen. Then they looked under trees and plants. But they did not find Glen.

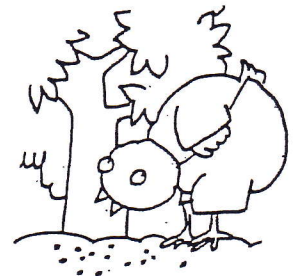


At last, Mother Hen looked down. What did she see? Little tracks!

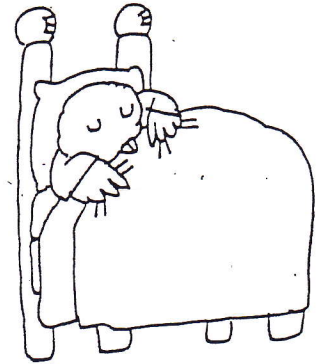
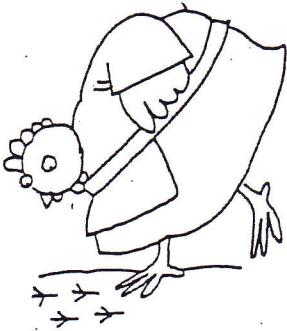
"I will follow these tracks," she said. "They will lead me to Glen."



Mother Hen followed the tracks. Ben, Ken, Jen, Pen, and Len followed. And there was Glen, eating a snack!



1. Which picture shows what happens at the beginning of the story?



2. What does the family do first to find Glen?

- ☐ They call him.
- ☐ They look under trees and plants.
- ☐ They look in the house.

3. What do they do next?

- ☐ They give little Glen big hugs.
- ☐ They look under trees and plants.
- ☐ They eat a snack.



4. What does Mother Hen do when she finds the tracks?

☐ She calls Ben, Ken, Jen, Pen, and Len.

☐ She calls, "One, two, three, four, five."

☐ She follows the tracks.

5. Using the story to help you, write about what happened at the end of the story.

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## Fantasy and Realism

Read the story. Then read each question. Fill in the circle next to the best answer. You can look back at the story for help.

### Moon Trip

"Look at the moon!" Cat said to rat. "What do you think it's made of, Rat?"

"I would say cheese," said Cat's friend, Rat. "Or maybe it's made of cat food. Who knows?"

"It doesn't look like cat food to me," said Cat. "The best cat food is fish. That moon is not the right color for fish."

"Well, why don't we go find out?" asked Rat.

"How will we get there?" asked Cat.

"Follow me, my friend," said Rat.



"What a ride!" yelled Cat, so Rat could hear.

"Hold on now!" Rat called back.

Soon the spaceship was landing on the moon.  
Once it had landed, Cat and Rat got out. Each picked up a piece of moon rock.

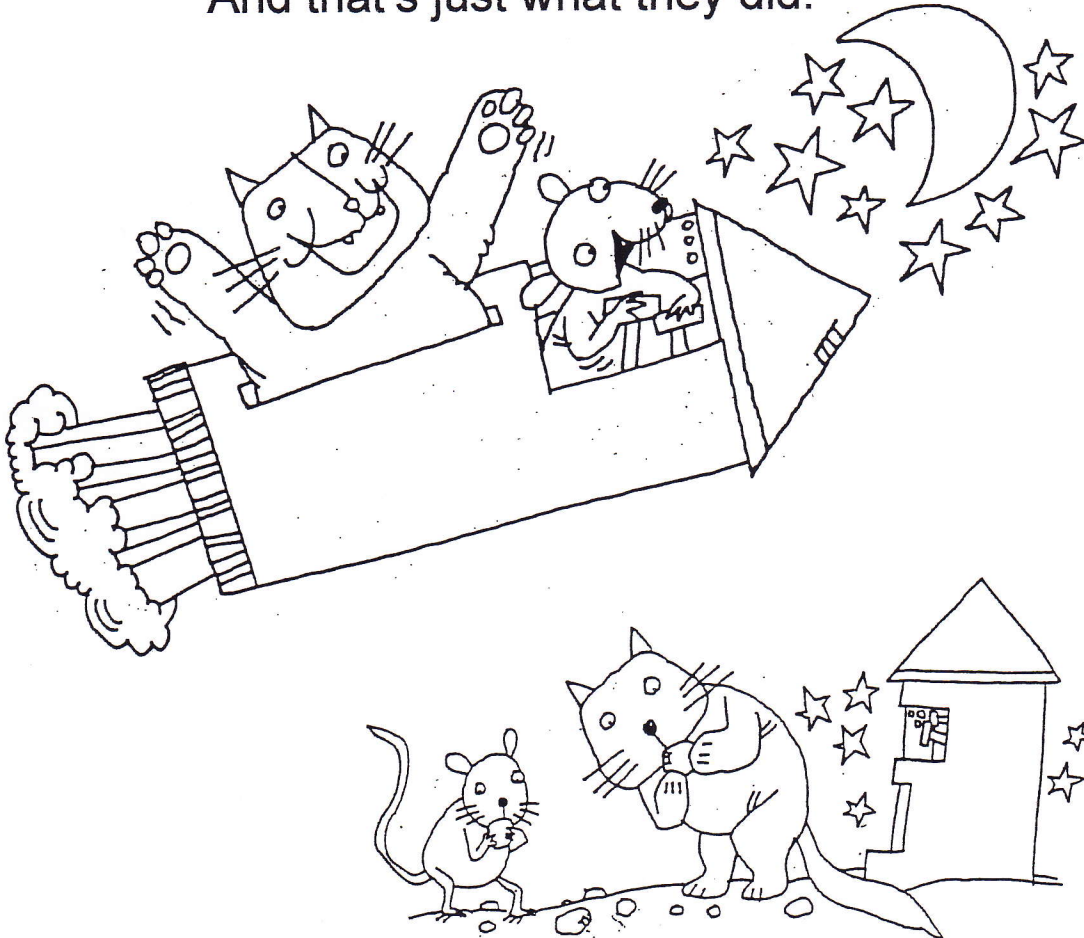
"What do you think, Rat?" asked Cat.

"It doesn't look like cheese," said Rat.

"And it doesn't smell like fish," said Cat.

"I think that if we want to eat, we must go home,"  
said Rat.

And that's just what they did.



1. What does the cat do that **could** be real?

- ☐ The cat speaks.
- ☐ The cat goes to the moon.
- ☐ The cat likes to eat cat food.

2. What does the rat do that **could** be real?

- ☐ The rat likes the smell of cheese.
- ☐ The rat speaks to a cat.
- ☐ The rat drives a spaceship.

3. What does the cat do that **could not** be real?

- ☐ The cat sees a rat.
- ☐ The cat likes to eat fish.
- ☐ The cat visits the moon.

4. What does the rat do that **could not** be real?

- ☐ The rat likes the smell of cheese.
- ☐ The rat tells the cat, "Let's go home."
- ☐ The rat eats.



5. From the story, write something that **could** be real or **could** really happen.

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## Proofreading

Read the sentences. Circle one mistake in each sentence. You will find two spelling mistakes. You will also find two mistakes in special naming words.

Example: Three friend swim.

1. The goat's name is jill.



2. The goat has a black and white cote.



3. The goat wears black and white shoes, tue.

4. The goat and a cow will ride to main Street.



# Writing and Language

**In We Can Work It Out, you read about characters solving problems. Now you are going to write your own story about a character who has a problem and how that character solves it.**

**Remember to**

**\*write a good title,**

**\*write a beginning, middle, and end,**

**\*be sure the story events are in order,**

**\*tell how the problem was solved and how the story ends.**

**Before you start writing, make a story planner to help you.**

**\*Draw and write what your story will be about.**

**\*Tell who will be in your story.**

**\*Draw pictures or write notes about what happens at the beginning, in the middle, and at the end.**

### **My Story Planner**

<b>What is my story about?</b>          	<b>Who is in my story?</b>          
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<b>Beginning</b>          	<b>Middle</b>          	<b>End</b>          
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Now write your story.

The writing area consists of ten rows of horizontal lines. Each row is defined by a solid top line and a solid bottom line, with a dashed line in the middle to guide letter height. The rows are evenly spaced and extend across the width of the page.